

2010 Census: It's About Us

CNMI

Quick-Start

TEACHING GUIDE



It's about us

2010 CENSUS IN SCHOOLS



HAVE YOU HEARD?

The Census in Schools program 2010 Census CNMI: It's About Us is ready for your classroom! Visit www.census.gov/schools today!

In **April 2010**, the decennial census will be conducted in the Commonwealth of the Northern Mariana Islands. The activities in this **quick-start teaching guide** will help you introduce the census into your classroom and get students and families ready for the count.

Turn the page for a few 15- to 20-minute introductory activities that you can do in your classroom right away! These **standards-based** activities will help your students build skills in writing, research, map reading, and social studies.

So let's get started—take a look inside to learn about the **2010 Census CNMI: It's About Us** program and how you can use it in your classroom today! Visit www.census.gov/schools to find out more about how you and your students can be counted.

The 2010 Census CNMI is counting on YOU!

Scope and Sequence

GRADES K-8

The **It's About Us** program focuses on four major strands. The following is an overview of the grade-specific lessons within these strands. Review the complete standards matrix and download the FREE lessons online at **www.census.gov/schools**.

Lesson	Strand	Curriculum Connections	Skills
K-4			
1 Graph It!	Managing Data	Reading, Listening, Writing	Graph creation and comprehension
2 Take a Count	About the Census	Reading, Listening, Writing	Participate in a small-scale classroom census to understand benefits of the census
3 Our Class Counts	Community Participation	Reading, Listening, Writing	Utilize group work to understand how census data are used
4 Where Is Everyone?	Map Literacy	Reading, Writing, Geography, Civics	Create a map to understand how the census gathers information about demographics and population; graph comprehension
5-8			
1 Graph It!	Managing Data	Mathematics, Reading Charts, Civics	Conduct a mock census via classroom inventory; analyze data on pie charts to understand the benefits of the census
2 Take a Count	About the Census	Mathematics, Civics	Use mock census-type data to plan for an event
3 Our Class Counts	Community Participation	Civics	Utilize group work to understand how census data are used
4 Where Is Everyone?	Map Literacy	Map Skills, Civics	Use mapmaking to understand how census data provide information to the government about residents' needs; graph comprehension

The 2010 Census CNMI In Your School

Count on These U.S. Census Bureau Resources!

The census happens only once every 10 years. Governments at all levels rely on the data collected to make decisions that affect you, your students, and their families.

What does the 2010 Census CNMI mean for you and your students?

A full and accurate census response is crucial for making sure you and your students get the services you depend on, including Title 1, college loan programs, and improvements to schools, public roads, and transportation. In March/April 2010, the Census Bureau will deliver a questionnaire to each home. You can help your students and their households understand why it's important to participate. Whether you teach social studies, language arts, or math, you can incorporate information about the upcoming 2010 Census CNMI right away!



Mini-lessons

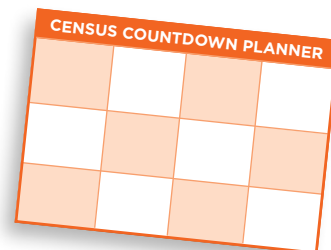
Turn the page for mini-lessons perfect for building student interest in this exciting moment in our history.

Map Ideas

See the back cover for ways to get the most out of your CNMI wall map.

Here are some quick first steps

1. **Display the 2010 Census CNMI wall map in your classroom:** This will give students a visual reminder of the importance of the census to their individual communities.
2. **Try the activities included in this guide** to introduce the concept, purpose, and history of the census. They are designed for grades K-4 and 5-8.
3. **Review the scope and sequence** of the activities to make standards-based cross-curriculum connections.
4. **Download the grade-specific lesson plans and printable sheets** available online at **www.census.gov/schools**. Features of the site are described on the back cover of this guide.
5. **Create a *Census Countdown Planner*** that provides students with a different activity each month leading up to the April 2010 Census CNMI.



It's About Us **Mini-lessons**

Introduce the 2010 Census CNMI with these hands-on activities.

ACTIVITY 1: **GRAPH IT!**

GOAL: To help students organize information using charts or graphs.



MATH

GRADES K-4 Directions:

1. Guide students in a classroom book inventory. Categories might include picture books, fiction, nonfiction, biographies, and reference.
2. Record the results in a table on the board or on a computer. Assign a symbol to represent each category.
3. In groups or as a class, have students represent the information in a pictograph using the symbols. Ask: *How many books of each type are in the room?*

GRADES 5-8 Directions:

1. Ask students to take an inventory of classroom textbooks, broken down by subject area. Have them convert their findings into percentages. For example, with 30 students:
 - 9 out of 30 have language arts books ($9/30 = 0.3$ and $0.3 \times 100 = 30\%$)
 - 2 out of 30 have science books ($2/30 = 0.07$ and $0.07 \times 100 = 7\%$)
 - 10 out of 30 have math books ($10/30 = 0.33$ and $0.33 \times 100 = 33\%$)
2. Have students represent their information using a 30-slice pie chart, shading the correct number of "slices" for each percentage.
3. Discuss how taking an inventory is similar to taking a census. Each method takes an official count and provides information that can be shared with others using charts or graphs as a visual tool.

Explore graphing concepts further by downloading the K-4 and 5-8 lessons about *Managing Data* at www.census.gov/schools.

ACTIVITY 2: **TAKING A COUNT**

GOAL: To introduce the idea of what it means to take a census and why it is important to respond.



LANGUAGE ARTS

GRADES K-4 Directions:

1. Explain that a census is one way you can ask the same questions of all the people living in different communities.
2. Write the following questions on the board and have students write their answers on pieces of paper. Their answers will be confidential.
 - If you could add one item to our classroom, what would it be?
 - How many pencils do we need for the number of students in our class?
 - What is your favorite part of the school day?
3. Collect all of the pieces of paper and, for each question, mix up the answers in a bag.
4. Reveal the answers and draw connections between similar answers. *Did the majority of students write similar or different answers?* Explain how leaders look at all answers and make decisions about what is most needed in different communities.

GRADES 5-8 Directions:

Ask students to imagine the following situation. You may want to write some of the details on the board for students to refer to.

You and your friends are helping your teacher plan activities for a class field day. You want to have relay races, potato sack runs, and an obstacle course. Determine how many teams to divide your class into and how much food and how many beverages you will need. Create a plan to share with the class. Then vote on the best plan.

Learn more about how the census is used to get a complete count of residents living in the Northern Mariana Islands by downloading the K-4 and 5-8 lessons on *About the Census* at www.census.gov/schools.

It's About Us **Mini-lessons**

Introduce the 2010 Census CNMI with these hands-on activities.

ACTIVITY 3: OUR CLASS COUNTS

GOAL: To help students understand the importance of working as a community to reach a goal.



GRADES K-4 Directions:

1. Divide the class into five groups. Explain that the class is going to participate in a group planning activity. Ask: *What is one way your group would like to improve our classroom?* Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Give student groups 10 minutes to brainstorm as many ideas as possible. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

GRADES 5-8 Directions:

1. Divide the class into five groups. Explain that the class is going to participate in a group planning activity. Ask: *What is one way your group would like to improve our classroom?* Examples may include: growing an indoor garden, building a book collection, or designing a bulletin board.
2. Have students brainstorm as many fund-raising ideas as possible that will help them meet their goals. Give student groups 10 minutes to think of as many ideas as possible. At the end of this time, have one student from each group share their ideas with the class. Record each idea on the board.
3. Ask the class to vote on the best idea from each group.

Learn more about how census information is used to help your local community by downloading the K-4 and 5-8 lessons about *Community Participation* at www.census.gov/schools.

ACTIVITY 4: WHERE IS EVERYONE?

GOAL: To help students understand the concept of population density.



GRADES K-4 Directions:

1. Ask students to create a map of their walk or ride to school. It should feature icons that represent buildings and other landmarks. Have students pay close attention to the areas where they see the most people on their trip, then draw an icon on the map to represent these areas.
2. Explain that, at that particular time of day, there are certain areas that attract more people. Have students reflect on why that might be.
3. Have each student exchange maps with a classmate. Ask each student to write a few sentences about one thing they have learned from looking at their classmate's map.

GRADES 5-8 Directions:

1. Ask students to create a map of their school. Using icons and a key, have them show which areas of the school are more densely populated at different times of the day (i.e., homeroom, lunchtime/recess, change of class, assembly, or dismissal).
2. Explain that just as certain areas of the school are more populated, so are certain communities in the Northern Mariana Islands. The census helps to determine where these areas are and provides information to the government about the residents' needs.

Analyze and graph population and demographic data by downloading the K-4 and 5-8 lessons about *Map Literacy* at www.census.gov/schools.

A Tour of the Online 2010 Census in Schools CNMI Program

www.census.gov/schools

This quick-start teaching guide is just the beginning of the teaching resources available to you for the upcoming 2010 Census CNMI. A special educational Web site, at www.census.gov/schools, delivers much more.



FOR TEACHERS

- **Grade-specific lesson plans**—including printable sheets—on the purpose and history of the census, the importance of community participation, map literacy, and data management skills
- **Additional teaching ideas** for using and connecting historical census data to today's issues
- **Facts for Features**, collections of population facts that add to your thematic teaching of special topics and events
- **Quick Facts** to develop your own community-specific lessons

FOR STUDENTS

- **Census for Kids**, including puzzles and coloring sheets tied to the purpose and importance of the census
- **Census for Teens**, with quizzes and fun facts using census data

Map Ideas

Use these fun activities to explore the 2010 Census CNMI wall map!

Ask students to:

- Create icons for volcanic and coral reef areas, Mount Tapotchau, and other unique geographic features;
- Plan a west-to-east travel route that goes through at least three districts;
- Plan a west-to-east travel route that goes through the fewest number of districts;
- Plan a two-island excursion using three types of transportation;
- Plan a travel route passing through all of one island's districts without backtracking;
- Compare and contrast the geographic or demographic features of each island;
- Choose one district on your island or in another municipality and write two or three sentences describing its geographic and demographic characteristics in comparison to the other district(s) on the island.

